

Module Guide

Module Summary Information

Module Title	Independent Study
Module Credits	20 credits
Module Level	7
Module Code	LBR7601

Module Overview

This 20 credit, Level 7 module is a standalone module that sits within the Flexible and Work Based Learning Framework. The framework provides a structure for the engagement of the University with external organisations from corporate, public, and voluntary sectors who wish to provide professional educational initiatives. The framework covers courses offered in collaboration with UK based organisations only. The framework reflects the University's mission, which includes the development of flexible, practice-based learning and the provision of education that enhances employability. The framework aims to widen participation in higher education by broadening the learning opportunities available to you through the provision of learning opportunities in alternative settings and learning in an alternative format to that available at the University.

This module is suitable for you if you are a qualified healthcare professional who wishes to consolidate your knowledge and understanding in an area of your choice. The module will provide you with the opportunity to critically explore current thinking and emerging research and how this can be applied to your own practice. The module can be undertaken as a stand-alone module or can be used towards a postgraduate certificate.

The aim of the module is to enable you to negotiate learning about a bespoke topic that relates to your specific clinical practice or interest. This will be assisted through the guidance of facilitators; your learning will be self-directed and will enable you to identify learning opportunities that are relevant to you and your practice. You will have the opportunity to develop skills of enquiry, reflection and problem analysis. There will be minimal sessions within the classroom, instead you will be supported and self-directed utilising activities that include Moodle; in line with the University's learning and teaching strategy. You will be encouraged to think critically, as well as engaging in self-directed learning activities. You will be an active partner in your own learning and development and in return you will receive feedback and feedforward aimed at developing your academic skills.

Indicative Content

- Launch of module and assessment
- Individualised planning skills to identify area of study
- Mind mapping and planning to ensure relevance of topic and dissemination
- Exploration and support with development of potential topics

Module Learning Outcomes

On successful completion of the module, students will be able to:

1	Critically appraise and apply contemporary literature relating to your chosen topic.
2	Utilise the literature to show synthesis and application of in-depth knowledge relating to your chosen topic.
3	Critically analyse how this learning has supported or developed knowledge and practice.

Module Assessment			
Learning Outcome	<i>Choose from one of the three general categories of assessment for each learning outcome: Coursework, Exam or In-Person</i>		
	Coursework	Exam	In-Person
1 – 3			100%

Breakdown Learning and Teaching Activities	
Learning Activities	Hours
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	<i>6 hours</i>
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, peer learning or module lead support	<i>50 hours</i>
Private Study (PS) includes preparation for exams	<i>144 hours</i>
Total Study Hours:	<i>200 hours</i>

Key Texts and Online Learning Resources
<p>There is no essential reading or essential purchases.</p> <p>Texts that might be of use are:</p> <p>Bell, J. (2014) Doing your research project: a guide for first-time researchers. 6th Edition. Open University Press. Maidenhead.</p> <p>Cottrell, S., Morris, N. (2012) Study skills connected: using technology to support your studies. Palgrave Macmillan. Basingstoke.</p> <p>Hart, C. (2001) Doing a literature search: a comprehensive guide for the social sciences. Sage. London.</p> <p>Marshall, L.A. Rowland, F. (2006) A guide to learning independently. 4th Edition. Pearson Longman. London.</p> <p>Race, P. (2004) 500 tips for open and online learning. 2nd Edition. Routledge-Falmer. London.</p> <p>Other resources will be accessed related to your specific topic area.</p>

Assignment

Your 15-20 minute oral examination will be an oral PowerPoint presentation with additional questions **plus** submission of the write up used within the presentation. The presentation will critical appraise and apply contemporary literature relating to your chosen gastrointestinal topic. You will utilise the literature to show synthesis and application of in-depth knowledge related to your chosen gastrointestinal topic. Finally, you will critically analyse how this learning has supported or developed knowledge and practice.

Plagiarism	<p>You are reminded of the University's Disciplinary Procedures that refer to plagiarism. A copy of the Disciplinary Procedure is available from iCity.</p> <p>Except where the assessment of an assignment is group based, the final piece of work that is submitted must be your own work. Close similarity between assignments is likely to lead to an investigation for cheating.</p> <p>You must also ensure that you acknowledge all sources you have used.</p> <p>Submissions that are considered to be the result of collusion or plagiarism will be dealt with under the University's Disciplinary Procedures, and the penalty may involve the loss of academic credits.</p> <p>If you have any doubts about the extent to which you are allowed to collaborate with your colleagues, or the conventions for acknowledging the sources you have used, you should first of all consult module documentation and, if still unclear, your tutor.</p>
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Assessment submission deadline(s)	Submission method (e.g. electronic/Moodle/other)	Return of work (Date not 20 days)
Start date 15 March 2022 Submission 07 June 2022 (midday)	Moodle	05 July 2022
Exceptional Circumstances explanation		
Assessment resubmission deadline(s)	Submission method (e.g. electronic/Moodle/other)	Return of work
16 August 2022 (midday)	Moodle	13 September 2022
* Resubmission deadline(s) are only relevant if you are unsuccessful in your first attempt – please see University Regulations on resubmission policy and procedure.		

Marking criteria

	0 – 49% Fail	50 – 59% Pass	60 – 69% Merit	70 – 79% Distinction	80 – 100% Distinction
Criterion 1	Critically appraise and apply contemporary literature relating to your chosen topic.				
Mark:	You provide insufficient appraisal and application of the contemporary literature relating to your chosen gastrointestinal topic.	You provide a limited appraisal and application of the contemporary literature relating to your chosen gastrointestinal topic.	You demonstrate clear appraisal and application of the contemporary literature relating to your chosen gastrointestinal topic.	You demonstrate robust and sustained appraisal and application of the contemporary literature relating to your chosen gastrointestinal topic.	You demonstrate exceptional, detailed insight when appraising and applying the contemporary literature relating to your chosen gastrointestinal topic.
Criterion 2	Utilise the literature to show synthesis and application of in-depth knowledge relating to your chosen topic.				
Mark:	You are unable to demonstrate synthesis and application of in-depth knowledge relating to your chosen topic.	You adequately demonstrate synthesis and application of in-depth knowledge relating to your chosen topic.	You clearly demonstrate synthesis and application of in-depth knowledge relating to your chosen topic.	You demonstrate robust and sustained synthesis and application of in-depth knowledge relating to your chosen topic.	You demonstrate an exceptionally, detailed insight when synthesising and applying in-depth knowledge relating to your chosen topic.
Criterion 3	Critically analyse how this learning has supported or developed knowledge and practice.				
Mark:	You fail to critically analyse how this learning has supported or developed knowledge and practice.	You demonstrate critical analysis of how this learning has supported or developed knowledge and practice.	You present a critical analysis of how this learning has supported or developed knowledge and practice.	You demonstrate sustained and robust, critical analysis of how this learning has supported or developed knowledge and practice.	You demonstrate an exceptionally detailed insight, when critically analysing how this learning has supported or developed knowledge and practice.